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ABSTRACT

This practical reference guide to selected resources may assist local school districts in learning about and applying effective schooling practices; the guide has special usefulness to Illinois readers. With an emphasis on finding characteristics of effective schools, the booklet has sections devoted to the following: (1) computer search printouts of Educational Resources Information Center (ERIC) abstracts of related documents and journal articles; (2) copies of an ERIC Clearinghouse on Educational Management research article, "Schools--and Their Principals--Do Make a Difference," and a "The Best of ERIC on Educational Management" newsletter which presents annotations of 11 documents on school effectiveness; (3) diagrams and tables summarizing the findings of numerous effective schools studies; (4) a selective listing of characteristics of effective schools compiled by the authors from a variety of sources including brochures, case studies, and research studies; and (5) instructions for obtaining the information from the indicated sources, including an ERIC documents order form, a listing of Illinois ERIC locations, and notes on how to read and use an ERIC abstract entry. (DCS)

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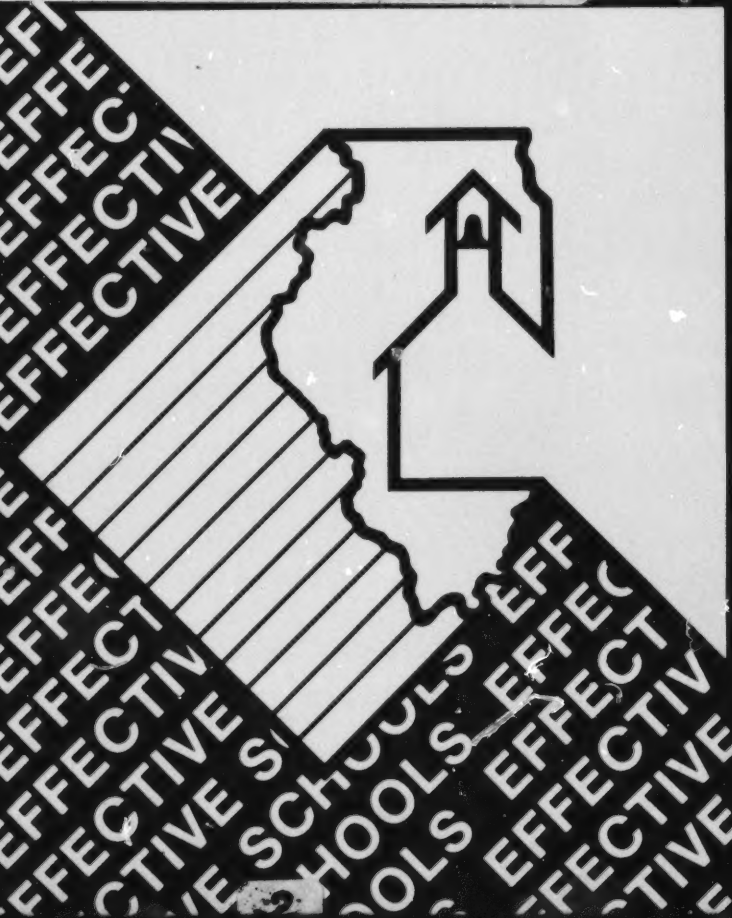
Effective Schools Resources



EA 016 681

EFFECTIVE SCHOOLS RESOURCES

January, 1984

Illinois State Board of Education

Walter W. Naumer, Jr.
Chairman

Donald G. Gill
State Superintendent of Education

FOREWORD

The topic of effective schools is receiving emphasis because of a renewed national concern for quality education. Effective schools studies have shown differences between improved schools and schools in need of improvement. Researchers have identified indicators of effective schools which form a framework for school improvement initiatives.

The Program Planning and Development Section has assembled this resource publication to assist local school districts in learning about and applying effective schooling practices. The volume of educational literature on this topic continually grows as results from the studies become available and different approaches to educational practice are discovered. Therefore, this publication is presented as a reference guide to selective resources and not as comprehensive coverage of the topic. Staff will continue to study effective schools concepts and make additional information available by request to: Illinois State Board of Education, Program Planning and Development, 100 North First Street, Springfield, Illinois, 62777, 217/782-2826.

Donald G. Gill
State Superintendent of Education

ILLINOIS STATE BOARD OF EDUCATION
PROGRAM PLANNING AND DEVELOPMENT

The Program Planning and Development Section
has compiled this bibliography of resources on

EFFECTIVE SCHOOLS

to assist Illinois school districts in program improvement.

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As Illinois schools are working toward more effective programs, the Program Planning and Development Section can provide technical assistance in various curricular aspects. For further information, contact:

Illinois State Board of Education
Program Planning and Development
100 North First Street
Springfield, Illinois 62777
217/782-2826

Computer Search Printouts of the ERIC Resource System

". . .the characteristics are a discovery. First you identify schools that produce the outcomes you're interested in. Then you watch them and try to figure out what makes them different from ineffective schools."

— Ronald Edmonds

JOURNAL ARTICLES

EJ280383 UD509805
Research on Effective Schools: A Cautionary Note.
Rowan, Brian; And Others
Educational Researcher, v12 n4 p24-31 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Suggests that current techniques for assessing school effectiveness are based on narrow concepts of effectiveness; hide inconsistencies in findings across types of students, grades, or subjects; and do not reflect curricula. Emphasizes that school improvement plans should be based on classroom/school-centered research rather than on comparisons of schools. (Author/MJL)

EJ280380 UD509802
Effective Schools: Knowledge, Dissemination, Inquiry.
Bickel, William E.
Educational Researcher, v12 n4 p3-5 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Examines factors that might explain the increased interest in research on school effectiveness; summarizes three articles that deal with school improvement and effectiveness research; and stresses the importance of using exceptional schools' research in developing school improvement strategies. (MJL)

EJ280248 SP512917
Using Research on Teaching, Schools and Change to Help Staff Development Make a Difference.
Vaughan, Joseph
Journal of Staff Development, v4 n1 p6-24 May 1983
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
This article synthesizes research on teacher effectiveness, school effectiveness, and organizational change and interprets what the findings imply for staff development in the schools. Nine research-based themes for staff development efforts are outlined. (PP)

EJ279579 EA516399
School Effectiveness: Identifying the Specific Practices, Behaviors for Principals.
NASSP Bulletin, v67 n463 p83-91 May 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Describes a framework for moving from the general school effectiveness factors to specific practices and behaviors focusing on strong leadership by the principal. Outlines the general functions of instructional leadership, then narrows to one function, monitoring student progress, and derives specific principal behaviors. (MLF)

EJ279514 EA516334
Response to Goodlad: It Just Ain't So.
Yatvin, Joanne
Educational Leadership, v40 n7 p24 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Agrees with John Goodlad's analysis of schooling in an article in this issue but disagrees with those who maintain that parents want babysitting rather than education. (JM)

EJ279513 EA516333
Response to Goodlad: What about Successes?
King, Matthew
Educational Leadership, v40 n7 p23 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
In response to an article by John Goodlad in this issue, the author describes an unconventional program in his own school and recommends examining such successful programs as well as our educational failures. (JM)

EJ279512 EA516332
Response to Goodlad: A Painful Picture.
Francke, Eleanor
Educational Leadership, v40 n7 p22 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
In basic agreement with an article by John Goodlad in this issue, the author briefly outlines steps a school can take to reassess its goals and formulate an improvement program. (JM)

EJ279511 EA516331
Response to Goodlad: Exceedingly "Effective" Schools.
Rogers, Vincent
Educational Leadership, v40 n7 p21 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Attempts to integrate the findings of John Goodlad's "A Study of Schooling" described in another article in this issue with the findings of the effective schools movement. (JM)

EJ279510 EA516330
Response to Goodlad: Unrealistic and Unfair.
Burns, Dorothy
Educational Leadership, v40 n7 p20 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author maintains that John Goodlad's rigid insistence (in an article in this issue) on the school's accomplishment of idealistic and lofty goals is unrealistic and unfair. These goals are merely something to work toward. (JM)

EJ276782 IR511037
Are Your Students Learning? A Framework for School Effectiveness.
Hobar, Nicholas
Electronic Education, v2 n6 p15,18-19 Feb 1983
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Outlines a framework for analyzing research and development trends in classroom management and school effectiveness in terms of (1) learners and learning, (2) teacher education, (3) educational programs, (4) classroom management, (5) school effectiveness, (6) a network of schools, and (7) school systems. Eleven sources are appended. (EJS)

EJ276376 EA516171
Effective Schools--Effective Principals: How to Develop Both.
Hager, James L.; Scarr, L. E.
Educational Leadership, v40 n5 p38-40 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Achievement is up in Washington State's District 414 where administrators have reorganized their responsibilities in order to spend more hours on instructional leadership. (Author/JM)

EJ272646 EA515963
Too Soon to Cheer? Synthesis of Research on Effective Schools.
Purkey, Stewart C.; Smith, Marshall S.
Educational Leadership, v40 n3 p64-69 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Examines some problems with school effectiveness research, including small samples, indentification error, and inappropriate comparisons. Nevertheless, the article concludes that characteristics of effective schools can be useful in school improvement as long as facile solutions are avoided in favor of incremental long-term cultural change. (Author/JM)

EJ272645 EA515962
Using Effective Schools Studies to Create Effective Schools: No Recipes Yet.
D'Amico, Joseph
Educational Leadership, v40 n3 p60-62 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Without more unanimity about which characteristics contribute to a school's effectiveness, it is difficult to know which characteristics to use as a focus for improvement. (Author/JM)

EJ272634 EA515951
On School Improvement: A Conversation with Ronald Edmonds.
Brandt, Ron
Educational Leadership, v40 n3 p12-15 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Researcher-reformer Ronald Edmonds believes he knows why some urban schools teach poor children successfully. In this interview Edmonds elaborates on his list of the five characteristics of effective schools. (Author/JM)

EJ272607 EA515907
What's Still Right with Education.
Hodkinson, Harold L.
Phi Delta Kappan, v64 n4 p231-35 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
A study of the statistics on enrollment trends, popular attitudes, school effectiveness, standardized test scores, and educational reforms convinces the author that the American educational system is strong, effective, and beginning to gain the popular support it deserves. (PGD)

EJ259025 CE511873
Effective Schools: Accumulating Research Findings.
Cohen, Michael
American Education, v18 n1 p13-16 Jan-Feb 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); REVIEW LITERATURE (070)
Discusses what effective schools do to raise achievement levels. Cites the problems and misinterpretations that have arisen about the Equality of Educational Opportunity Report done by James Coleman in 1966. (JOW)

EJ257924 EA515092
Research Synthesis on Effective School Leadership.
Sweeney, James
Educational Leadership, v39 n5 p346-52 Feb 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Reviews recent research on school effectiveness to identify the behaviors of effective principals. Maintains that effective principals emphasize achievement, set instructional strategies, provide an orderly atmosphere, frequently evaluate student progress, coordinate instructional programs, and support teachers. (Author/JM)

EJ257377 CE511654
School Effectiveness Research: Key Issues.
Gray, John
Educational Research, v24 n1 p49-54 Nov 1981
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Identifies a number of key areas for further research on school effectiveness. The author draws up a framework of questions by which future studies might be assessed. He also argues that certain aspects of the way in which research on school effectiveness is conducted should be rethought. (CT)

EJ255029 EA514735
What Principals Can Do: Some Implications from Studies of Effective Schooling.
Shoemaker, Joan; Fraser, Hugh W.
Phi Delta Kappan, v63 n3 p178-82 Nov 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
A review of several well-known studies of schooling suggests that schools--and their principals--can indeed make a difference. The authors suggest four keys to improving the training and practice of the building principal. (Author)

EJ251727 TM506363
Exemplary Schools and Their Identification.
Austin, Gilbert R.
New Directions for Testing and Measurement, n10 p31-48 1981
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Information from state assessment programs may be utilized to identify the characteristics of schools performing in an exemplary fashion, so that effective practices can be adopted and implemented in other schools. Various effective school practices and findings, revealed by school studies conducted in six states, are distilled in this paper. (AEF)

EJ250413 SO509061
Effective Schools: Mirror or Mirage?
Tomlinson, Tommy M.
Today's Education: Social Studies Edition, v70 n2 p40-42 Apr-May 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Identifies and analyzes characteristics which are frequently mentioned as contributing to effective schools. Among the characteristics are that they improve the effectiveness and efficiency of students' work by organizing material and/or instruction, increase the amount of work students perform per unit of time, reduce distractions, and encourage students to achieve to their potential. (DB)

EJ247020 EA514301
On School Effectiveness: A Conversation with Peter Mortimore.
Brandt, Ron
Educational Leadership, v38 n8 p642-43,645 May 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)
A member of the research team that reported characteristics of unusually effective London (England) high schools discusses how educators can use the findings to improve their own schools. (Author/MLF)

EJ193976 EA510641
Can Our Schools Get Better?
Goodlad, John I.
Phi Delta Kappan, v60 n5 p342-47 Jan 1979
Available from: Reprint: UMI
Language: ENGLISH
Examines seven propositions concerning the schools, and offers suggestions indicating what is required if solid progress is to be realized. The areas discussed include accountability, standards by which the schools are judged, the school's social system, and models of change. (IRT)

EJ281542 PS511914
Effective Schools: A Review.
Purkey, Stewart C.; Smith, Marshall S.
Elementary School Journal, v83 n4 p427-52 Mar 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); CONFERENCE PAPER (150)
Critically reviews literature on school effectiveness challenging the assumption that school differences have little effect on student achievement, presents a speculative portrait of an effective school, and proposes directions for future research. (MP)

EDUCATIONAL DOCUMENTS

ED228716 EA015565
Quality High Schools: What Principals Have to Say. Monograph.
Northwest Regional Educational Lab., Portland, Oreg.
Nov 1982 34p.; Prepared by the Goal Based Education Program.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-80-0105-CBE-P3
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Oregon
Journal Announcement: RIESEP83
A seminar for high school principals (held in Portland, Oregon, June 28-29, 1982) sought to stimulate and record interaction among participants on five key topics related to school improvement: standards for excellence, elements of effectiveness, productivity, the high school of the future, and causing change in high schools. Following presentations by recognized experts, participants engaged in guided discussions focusing especially on feasibility, practicality, and congruence with their own experiences. Each section of the report deals with one of the key topics and contains a brief summary of the ideas and perspectives given by the presenter, followed by summaries of small group reactions to the presentation. The appendix contains the agenda and a list of participants. (MLF)

ED228713 EA015562
19 Improving Schools and Why: Their "Formula for Success."
Clancy, Peter L.
Eastern Michigan Univ., Ypsilanti.
1982 211p.; Portions of appendices and photographs may not reproduce well.
Sponsoring Agency: Mott (C.S.) Foundation, Flint, Mich.
Report No.: ISBN-0-911467-00-9
Available from: Publications, Office of Community Education Research, 34 F Boone Hall, College of Education, Eastern Michigan University, Ypsilanti, MI 48197 ($7.95; quantity discounts).
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIESEP83
Students at 19 Michigan elementary schools in 17 districts showed a dramatic improvement in Michigan Educational Assessment Program test score results from 1976 to 1979. A three-pronged effort to identify the factors associated with the improvement involved a computer analysis of school demographic data, field interviews, and a symposium of 107 key personnel from 18 of the 19 schools who corroborated the field interviews. Analysis of the demographic data failed to reveal any positive correlation with success; however, a "Formula for Success" extracted from the interviews and symposium contains seven elements that constitute a "critical mass" that all 19 schools possess. The seven elements are: (1) the staff has a high degree of intercommunication; (2) the instructional program contains the basic elements of mastery learning; (3) the principal is a strong leader with an understanding of curriculum and instruction; (4) the staff is stable, flexible, innovative, and skilled; (5) the parents are supportive because the school communicates well with them, and in some cases community education programs make this possible; (6) the superintendent is a leader who communicates clearly the importance of academic achievement; and (7) all the parties involved in the teaching-learning process know what is expected of them. (MLF)

ED228710 EA015558
Preparing the Climate for Public Education in Coming Decades.
Bachelor, D. L.; Berman, Martin L.
19 Aug 1982 19p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIESEP83
Problems in education have changed from those dealing with growth to the exigencies created by scarcity and retrenchment. The two major sources of scarcity, the long-range demographic changes in society and the changing energy situation, will permanently alter the style and standard of American life. Public education in the foreseeable future will be caught in a squeeze between increasing expenses and a declining clientele. A constructive answer to scarcity is a reconceptualization of the nature and function of schools to embrace community education as a life-long process. To make this adaptation, school management needs to change its organizational concentration from strategy, structure, and systems to that of staff, skills, style, and superordinate goals. Teachers can reconceptualize their traditional roles and be developers of curriculum and coordinators of the efforts of many people. Effective schools also have both public and parental involvement. In the wider political community, management should utilize the practices of networking, coalition building, cooperation, and collaboration. Finally, in stressing superordinate goals, managers must clearly define what it is that education does and develop priorities within that definition. (MLF)

ED228243 SP022305

Effective Schools Programs in High Schools: Implications for Policy, Practice and Research. Volume III. Review of Effective School Programs. Final Report.

Farrar, Eleanor; And Others

Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.

Apr 1983 40p.; For related documents, see SP 022 303-304.

Sponsoring Agency: Department of Education, Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG83

The effective schools movement, a program which involves school staff in diagnosis of problems, decisions on correcting them, research on the effectiveness of various alternatives, and training and assistance with improvement efforts, has focused, up until now, on elementary schools. The feasibility of transferring these programs to high schools is examined. It is pointed out that, since the research base for the programs derives from studies of minority urban elementary schools, the school characteristics identified are not typical of the average high school; also, because the research base emphasizes achievement at the elementary level, many other goals that are typical of high schools are not addressed. A discussion of the differences between high schools and elementary schools considers: (1) diversity of high school academic and social objectives; (2) large size of high schools; (3) organizational complexity; (4) subject-oriented faculty; (5) frequent movement of students from class to class; (6) tracking of students; (7) complex administrative role of the principal; (8) faculty resistance; (9) student goals and attitudes toward school; and (10) parent and community attitudes toward school responsibilities. (JD)

ED228242 SP022304

The Extent of Adoption of Effective Schools Programs. Vol. II. Review of Effective Schools Programs.

Miles, Matthew B.; And Others

Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.

Jan 1983 58p.; For related documents, see SP 022 303-305.

Sponsoring Agency: Department of Education, Washington, DC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG83

A study was made of 39 secondary schools which had implemented new programs that had a research base in the effective schools/classrooms literature, that were well-defined, and that emphasized improvement effort at the building level. A discussion presenting the aims and methods of the study includes a working definition of the effective schools programs and a description of the sample schools' characteristics. Findings are reported on: (1) characteristics of the districts and community settings of the schools which adopted the new programs; (2) program targets, goals, components, types, research bases, and elementary-secondary differences; (3) timing and scope of implementation, including length, funding sources, and costs; and (4) types and degree of program impact, causative factors, and implementation intentions. A summary of findings includes a discussion on the future of effective schools programs in high schools. A list of programs and districts included in this study is appended. (JD)

ED228241 SP022303

A Review of Effective Schools Research: The Message for Secondary Schools.

Neufeld, Barbara; And Others

Huron Inst., Cambridge, Mass.; National Commission on Excellence in Education (ED), Washington, DC.

Jan 1983 44p.; For related documents, see SP 022 304-305.

Sponsoring Agency: Department of Education, Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG83

A summary and critique is presented on research of effective schools, based primarily on a review of the reviews written about that work. It is pointed out that the majority of research findings came from studies of elementary schools and focused upon the characteristics of effective schools for minority and poor students. Most research reviewed for this analysis was exploratory and descriptive, aiming to find effective schools and then deducing characteristics associated with effectiveness. For most studies reviewed, researchers did not develop comprehensive, systematic, and detailed programs with implementation guides for school improvement. However, in many studies, identification was made of features of effective programs. One example noted is of a school staff committed to excellence with high expectations for students and strong administrative leadership. It is suggested that the attitudes, processes, and techniques which characterize effective elementary schools have relevance for secondary schools as well, in spite of differences in organizational structure and educational goals. The appendix provides lists of effective school characteristics which were culled from the reviewed research. (JD)

ED227545 EA015439

Principal Norm Setting as a Component of Effective Schools.

Keedy, John L.; Achilles, Charles M.

16 Nov 1982 13p.; Paper presented at a meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEAUG83

A study of how principals in effective schools set norms for teacher behavior, student achievement, and educational goals used data from six elementary schools in Tennessee that achieved scores on standardized reading tests substantially higher than scores predicted on the basis of the students' socioeconomic levels. Four primary norm-setting techniques were identified: the principal can act as a resource provider for teachers; can adopt a "human relations" approach, relating to teachers in ways that make them want to comply; can assert the authority of his or her position, pulling rank to obtain teacher conformity; or can model appropriate behavior consciously or unconsciously. Of these techniques, that of providing resources may have the most potential for principal effectiveness since it permits establishment of a social exchange system in which teachers can offer their compliance with norms in exchange for the resources provided. An appendix lists the nine secondary norm-setting techniques identified in the study. (PGD)

ED224177 EA015387

Effective Principals: What Do We Know from Various Educational Literatures?

Persell, Caroline Hodges; And Others

1982 77p.; Prepared for the national conference on the principalship, convened by the National Institute of Educatio. (October 20-22, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: P-81-0181

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAY83

Based on a review of the literature, the author summarizes and evaluates research on the role of principals in effective schools and suggests additional factors needing study. Her review identifies nine features of effective principals and schools, involving commitment to academic goals, academic expectations, school climates that facilitate learning, time utilization, and principals' instructional leadership, personality traits, interpersonal style, organizational potency, and goal monitoring and evaluation activities. Six assumptions in the literature are discussed by the author, including the assumptions that principals' observed behaviors are causally related to observed outcomes and that schools are tightly coupled systems. From this discussion she proposes a new model that adds the variables of social context, principal characteristics, and inschool mediating processes to the existing variables of principals' behaviors and educational outcomes. She reviews further literature to suggest specific social contexts (such as federal, state, teacher union, district, and community pressures) and mediating processes (including schools' demographic, institutional, interpersonal, and labor relations characteristics) that should be accounted for in research on effective principals. Finally, the author discusses the usual criteria used for school effectiveness--test scores--and suggests adding other criteria, such as school attendance rates. Two appendices reorder the bibliography by topic and propose an agenda for future research on principal effectiveness. (RW)

ED224112 EA015198

Ends Not Means: The Policy Implications of Effective Schools Research. Draft.

Purkey, Stewart C.; Smith, Marshall S.

Wisconsin Center for Education Research, Madison.

Aug 1982 23p.; Paper prepared for a symposium on exemplary schools and their characteristics, presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-81-0009

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEMAY83

The authors reviewed research on effective schools, literature on the implementation of educational innovation, and current theories of school organization. A synthesis of findings from this research indicates that differences among schools do have an effect on student achievement. Specifically, it is the school's culture that is responsible for that effect. Thirteen variables are identified as contributing to the development of a school culture conducive to academic achievement. Drawing on recent literature, the authors suggest federal and state policies that would be likely to facilitate the development of effective schools. Key recommendations include policies that promote building-specific, whole-school improvement efforts and that rely on outcomes as the preferable means of monitoring and evaluating school improvement efforts. (Author)

ED223761 UD022610

Effective Schools: Do Elementary Prescriptions Fit Secondary Schools?

Firestone, William A.; Herriott, Robert E.

Research for Better Schools, Inc., Philadelphia, Pa.

Jun 1982 16p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-81-0030

Available from: Research for Better Schools, Inc., Publications Office, 444 North Third Street, Philadelphia, PA 19123 ($1.95 prepaid).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); GENERAL REPORT (140)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAPR83

Most of the recent research identifying organizational characteristics that seem to make schools unusually effective has been conducted at the elementary level and may not be applicable to secondary schools. Research currently underway suggests that the basic organizational structures of elementary and secondary schools dictate two different approaches to improving effectiveness. The secondary level is distinguished from the elementary level by structural looseness, departmentalization, and increased size. These factors undermine agreement on educational goals and block efforts of high school principals and administrators to influence classroom management. Secondary school principals are limited in their influence over programs and exercise symbolic leadership. Furthermore, it must be recognized that schools serve students of a wide range of socioeconomic and intellectual levels, and that high schools, in particular, must prepare these students for the outside world. Therefore, in defining secondary school effectiveness, it is necessary to consider more than the criterion of "basic skills." (Author/GC)

ED223008 EA015170

Considering the Research: What Makes an Effective School?

Westbrook, John D.

Southwest Educational Development Lab., Austin, Tex.

Sep 1982 45p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0107

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); BIBLIOGRAPHY (131)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR83

Four general types of literature related to school effectiveness are reviewed in this paper and the more consistent research findings synthesized. The literature types considered are case studies (descriptions of effective schools), comparative studies (comparisons of effective and ineffective schools), program evaluations (examinations of effectiveness-oriented programs), and reviews of the school effectiveness literature. The literature is divided into three groups for coherent synthesis: group 1 consists of five case studies and a review of the literature, all of seminal significance and frequently cited; group 2 includes studies and reviews that address further the issues raised in the studies in the first group; and group 3 studies do not utilize measures of student achievement and are the least frequently cited. The synthesis of this literature begins with consideration of definitions and concepts of school effectiveness and of qualifications limiting the applicability of the research findings. The review then discusses the major factors affecting school effectiveness as identified in the research, including time on task, expectations for student achievement, student success rates, curriculum alignment, staff task orientation, behavior management techniques, school environment, staff cooperation, instructional leadership, parent participation, and instructional practices. A bibliography lists the 107 documents reviewed. (Author/PGD)

ED222571 TM820736

Issues in Identifying Effective Schools.

Kean, Michael H.

Jun 1982 19p.; Paper presented at the National Assessment of Educational Progress Conference on Large Scale Assessment (12th, Boulder, CO, June 7-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAR83

Effective schools are typically defined as those schools which improve or maintain already-established high levels of student achievement. A number of issues and research needs are raised which relate to the identification of effective schools. Unless the nature of "effectiveness" can be described and agreed upon, researchers face the possibility of identifying variables related to the concept not accepted by those responsible for teaching children. Research, program improvement, school district-wide planning or funding decisions, and rating or ranking schools are all potential purposes for identifying school effectiveness. There is a need for a variety of different measures, for separating school effects from other influences, for selection of an appropriate achievement measure, for means by which scores or other indicators can be aggregated, for defining success related to objectives, and for consistency. The identification of "transition" schools (those emphasizing improved ratings, yet with low achievement scores) and "false negative" schools (with uniformly low ratings on success factors, yet high test scores) is considered. The effects of funding on schools, and the need for data linked to effectiveness indicators are examined. The critical issue suggested is the extent to which a school maximizes its effort to improve each student's potential. (CM)

ED221536 SP021102

Programs of School Improvement: An Overview.

Edmonds, Ronald R.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Feb 1982 23p.; Paper presented at the National Invitational Conference, "Research on Teaching: Implications for Practice" (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB83

Government: Federal

Major local-, state-, and university-designed programs with the objective of fostering instructional effectiveness at the elementary school level are described in this paper. Instructional effectiveness is defined as a prerequisite to academic achievement in that it occurs when all students obtain at least minimum academic mastery as measured by standard achievement tests. The influence of family background and the role of school characteristics on learning achievement are discussed, followed by a review of selected programs for school improvement: (1) New York City's School Improvement Project (SIP), a comprehensive attempt to improve the school system's approach to teaching and learning; (2) a program, designed by Maureen Larkin for 20 schools in Milwaukee, to improve teacher attitudes and classroom climate; (3) a plan, by the Danforth Foundation and St. Louis (Missouri) school districts, for inner-city school improvement; (4) Yale University's association with the New Haven School District; and (5) elements of Chicago's school desegregation plan that focused on school effectiveness. Programs administered by state departments of education and by universities are outlined. Recommendations for program planning and evaluation are made. (FG)

ED221534 SP021100

Effective Schools--A Review.

Purkey, Stewart C.; Smith, Marshall S.

Wisconsin Center for Education Research, Madison.

Jun 1982 70p.; Paper presented at the National Invitational Conference, "Research on Teaching: Implications for Practice" (Warrenton, VA, February 25-27, 1982). For related documents, see SP 021 097-107 and ED 218 257.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Grant No.: NIE-G-81-0009

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEFEB83

A review of school effectiveness literature is presented in this paper. Research studies and other literature on this topic are examined, including case studies, surveys and evaluations, studies of program implementations, and organizational theories of schools and other institutions. Emphasis is given to organizational theories and findings concerning small organizations and program implementation, which suggest ways of approaching and understanding efforts to change schools. Attention is also given to identifiable characteristics of schools and school personnel and the way that schools actually operate and change. Effective schools are seen to be characterized by order, structure, purposefulness, a humane atmosphere, and the use of appropriate instructional techniques. It is noted that what appears to be lacking from the literature are suggestions on how to develop these characteristics in the schools. A different approach to school improvement is offered, involving the concept of a school cultural perspective in which schools are viewed as dynamic social systems made up of interrelated factors. In a portrait of an effective school, a description is given of the sustaining characteristics of such a school, including collaborative planning and collegial relationships, sense of community, clear goals and high expectations commonly shared, and order and discipline. A proposed strategy for change is outlined. (JD)

ED218734 EA014745

Using Knowledge for School Improvement: A Guide for Educators.

McKibbin, Sue; And Others

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Aug 1981 42p.; For related documents, see EA 014 746-749.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0103

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC82

To bridge the communication gap between research and practice related to educational innovation and school improvement, the authors present a selective summary, prepared especially for innovation disseminators and educational practitioners, of the key ideas in the six essays in the book "Improving Schools: Using What We Know" (1981). The document's first section examines the different assumptions and implications of technological, political, and cultural perspectives on educational innovation. Section 2 looks at the dynamics of educational change. It first notes the common characteristics of schools and then discusses the school dilemma of choosing among four pairs of alternatives--coordination versus flexibility, external expertise-seeking versus self-reliance, centralized versus shared influence, and change versus stability. This section next considers the costs and rewards of educational change and suggests ways to move away from the technological mindset. The role of outsiders and insiders in school change is analyzed in the final section, which examines the characteristics and strategies of external change agents before discussing the roles of teachers, principals, superintendents, and district resource staff. The authors suggest that a team approach could bring insiders and outsiders together. (Author/RW)

ED217565 EA014700

Focus on These 4 Factors to Affect What Students Learn.

Wolfe, Leslie G.

National School Boards Association, Washington, DC. Educational Policies Service.

Updating School Board Policies, v13 n6 Jun 1982

Jun 1982 6p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); SERIAL (022)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV82

School boards can improve their schools if they focus on four factors that educational research says most strongly influence school effectiveness. The four factors are (1) the time students spend on the subject matter each day, (2) textbooks, (3) teachers and their teaching methods, and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness. Concerning the factor of time, for instance, board policies should allot specific amounts of time to basic skills instruction, require daily lesson plans, and discourage classroom interruptions and time not spent on instruction. A board should require textbooks to match its policies on educational philosophy and teaching methods and should make sure textbooks are readable and appropriate to the grade level. For teachers, boards should set specific hiring standards and instructional strategies and should prescribe regular formal evaluations and additional inservice training where improvement is needed. Finally, boards should specify principals' tasks and encourage them to concentrate on teacher evaluation and classroom supervision. (Author/RW)

ED217558 EA014689

Theory into Practice: A Theoretical and Research Base for the Characteristics of Effective Schools.

Sirois, Herman A.; Villanova, Robert M.

Mar 1982 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIENOV82

The current research on the "characteristics of effective schools" suffers from a lack of any sound theoretical foundation. In order to establish such a foundation, researchers used the methodology of clinical analysis to determine the goals, purposes, and beliefs underlying the overt behavior patterns found in the effective school improvement projects being conducted in four states and at least eight Connecticut school districts. The characteristics of effective schools found through this process consisted of isolated, if not unrelated, variables. Analysis revealed a common theoretical basis for behavior across three effect domains: school effects, teacher effects, and student effects. The analysis also suggests listing overt behaviors as a method of identifying what actions might be taken at the school level to increase student achievement. Clinical analysis of one effective school characteristic, the opportunity to learn, supports a theory stating that the principles of behaviorism can be built into the school and the classroom and can ultimately be brought to bear on the student. (Author/PGD)

ED214299 EA014562

Factors Influencing School Effectiveness: An Ecological Analysis of an "Effective" School.

Felsenthal, Helen

Mar 1982 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Not available in paper copy due to small print of original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAUG82

A case study of an effective, predominantly black, public elementary school in an eastern inner-city area, aimed to identify and define factors that relate to school effectiveness. The analytical method used, drawn from ecological psychology, emphasizes observing natural behavior in its normal environment and noting the links between the person and the environment. Information came from 35 structured interviews with students, administrators, educators, and parents and from behavioral observation in offices, classrooms, and other school areas. Data were gathered on interactions relating to leadership, instruction, expectations, school climate, evaluation, and parental involvement. The research results indicate that strong leadership from the principal was the most crucial factor in the school's effectiveness, especially as exhibited in the principal's impact on school climate, expectations, academic standards, and parent-school relations. A copy of the interview questionnaire is appended. (Author/RW)

ED214265 EA014491
Effective Schools. Seminar Report.
Carson, Mary R.; And Others
Seattle Public Schools, Wash.
Feb 1982 34p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Washington
Journal Announcement: RIEAUG82

Early in 1982 the Seattle (Washington) School Board organized a seminar on school effectiveness in Seattle. The seminar group, including teachers, administrators, a community representative, and a school board member, looked at relevant research and considered testimony by community groups, individuals, teachers, and students on school effectiveness. This report is the product of that process. It begins with a brief summary of research on effective schools. A short definition of effective schools is offered, describing them as those in which all students master basic skills, seek academic excellence in all subjects, and demonstrate achievement through systematic testing. The report then lists 12 characteristics that are necessary for effective schools in Seattle, ranging from clear goals to parent and community involvement. The next chapter presents a summary of problems identified by the seminar in 11 areas in Seattle schools, such as staff dedication, goals, time on task, and communication. Based on the problems identified, the report lists general and specific recommendations for making Seattle schools more effective. The roles of all participants in the Seattle schools are then delineated. A list of existing policies and policy recommendations relating to effective schools concludes the report. (Author/JM)

ED213071 EA014285
Report on Symposium on Effective Schools (Belmont Retreat Center, Elkridge, Maryland, April 12-14, 1980).
National Committee for Citizens in Education, Columbia, Md.
Jun 1980 50p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUL82

A three-day conference on effective schools sponsored by the National Committee for Citizens in Education brought educational researchers, school practitioners, and parents together to discuss a promising approach for restoring the quality of urban schools. This paper, a report of the conference, provides a succinct review of the literature on effective schools, listing school characteristics that appear to be linked to student achievement and factors that are apparently not related to student achievement. In addition it summarizes the conference proceedings (including the results of a preconference survey of participants) and the consensus reached on strong leadership, the ingredients of effective schools, goals and objectives, parent and community participation, expectations for students, school climate, and inservice training. A minority report is also reviewed and collective actions suggested for the future. The question of what makes an effective school generated answers from three different perspectives--those of practitioners, parents, and researchers. In conclusion, the report points out implications of the effective practices discussed during the symposium. (WD)

ED210801 EA014283
Instructionally Effective Schools. Research Area Plan.
Cohen, Michael; And Others
[1980 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY82

As part of the National Institute of Education's Teaching and Instruction Program, the Research on Instruction Team has developed a program focusing on research on Instructionally Effective Schools. Such a school is defined as having a high mean level of student achievement and no educationally significant differences between different racial, ethnic, and social-class groups of students. This document presents the factors that support this particular emphasis for the program, summarizes the state of knowledge, and outlines proposed research. The section on the current state of knowledge presents the argument that school effectiveness is determined by school-level, classroom-level, and student factors and by the interconnections among the three. The discussion first describes the current knowledge base regarding effective instructional practices at the classroom and school levels; then it critiques this knowledge base and, in the process, identifies issues for future research. Ten proposed research projects are briefly described. Relevant educational projects at research laboratories and centers are described and their contributions to the issues discussed are identified. (Author/MLF)

ED210797 EA014276

Good Schools: What Makes Them Work. Education USA Special Report.

Tursman, Cindy

National School Public Relations Association, Arlington, Va.

1981 97p.

Available from: National School Public Relations Association, 1801 N. Moore Street, Arlington, VA 22209 (Stock No. 411-13358; $13.95; quantity discounts).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAY82

Summarizing recent research, this seven-chapter report gives both characteristics and examples of effective schools and lists recommendations for achieving school effectiveness. Chapter 1 cites numerous recent studies to show that, in contradiction to earlier conclusions by James S. Coleman and Christopher Jencks, schools can be effective. Chapters 2 and 3 discuss a number of features of effective schools, including strong instructional leadership from principals, teacher effectiveness in managing the classroom and keeping students on task, a positive school climate, and curricula designed to meet students' specific educational needs. Examples of "maverick" schools in urban, suburban, and rural contexts, presented in chapters 4-6, illustrate how a wide variety of schools are effective, be they rich or poor, old or new, elementary or secondary, alternative or traditional, comprehensive or specialized, or vocational or academic. Chapter 7 reviews recommendations from educators, researchers, journalists, parents, and students for making schools effective. The recommendations involve school leadership and governance, staff skills, school expectations and monitoring of student performance, and community support. (RW)

ED210794 EA014273

Effective Schooling Practices. A Report Presented to the Honorable Jay S. Hammond, Governor of Alaska.

Governor's Task Force on Effective Schooling, Juneau, Alaska.

1981 80p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Alaska

Journal Announcement: RIEMAY82

Government: State

This task force report attempted to clarify the responsibilities of Alaska's schools, identify the practices essential to effective schooling, and make recommendations to institute these practices in the state. Following an historical perspective on the role of education and Alaska schools, the report lists three kinds of school responsibilities--primary (fulfilled by the school alone), shared (fulfilled in conjunction with other agencies), and supportive (fulfilled through helping other groups that provide education)--and specifies goals appropriate to each. The authors make broad recommendations for curriculum content in kindergarten through grade twelve. From the literature, factors associated with effective schooling are identified, with special emphasis on effects of the principal's instructional leadership, class size, computer-assisted instruction, parent participation, learning time factors, and classroom organization and grouping. Specific recommendations are offered regarding the formal specification of school responsibilities, revision of the elementary school course of study, revision of high school graduation requirements, and state adoption of recommendations for effective schooling practices. Additional recommendations pertain to monitoring and reporting, inservice activities, continued effort to identify additional effective schooling practices, and evaluation and refinement of practices. Also recommended is a general implementation strategy for a two-year period. (Author/JM)

ED210322 UD021393

Applying the Characteristics of Effective Schools to Professional Development.

Kramer, Mary Jo

Mar 1980 30p.

Available from: Connecticut Association for Supervision and Curriculum Development, P.O. Box 1010, Manchester, CT 06040 ($3.50); E. Bourque, 214 Main Street, Southport, CT 06490 ($3.50).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEAPR82

This paper examines the implications of research on effective schools for professional development at the State and local levels. The first part of the paper gives an overview of the research and a description of the characteristics of instructionally effective urban elementary schools. The paper then explores how these characteristics can be applied to inservice programs within schools. Issues discussed in this section include: (1) school and teacher expectations; (2) supervision and evaluation of instruction and teacher performance; and (3) community relations and communication. Ths paper concludes with recommendations for professional development that can be initiated by a State education agency. (Author/APM)

ED207221 EA014015
Variables Associated With Effective Schooling.
Daniel, Gary S.; Grobe, Robert P.
Sep 1981 30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB82

In this review of research findings, the authors identify ten categories of variables that may influence student learning and schools' instructional effectiveness. All the studies reviewed define effectiveness in terms of basic skills achievement, and all limit their research primarily to elementary schools and students with low socioeconomic status. The ten categories comprise (1) principals' achievement expectations and other characteristics; (2) time-related factors, such as time spent in school or time on task; (3) coordination among instructional programs; (4) teacher attitudes and other characteristics; (5) instructional materials and methods; (6) teacher-student interaction, including a discussion of reinforcement techniques; (7) basic skills acquisition; (8) instructional accountability, including teacher and student evaluation; (9) student background characteristics, including family income, race, or residence; and (10) organizational variables such as class size or resource allocation within the school. The research findings indicate that some school-effectiveness variables--including principals' instructional leadership and high expectations, time factors, and teachers' positive reinforcement--correlate highly with student achievement, while other variables are less closely related to achievement. (RW)

ED207131 EA013836
Effective Principal, Effective School.
Lipham, James M.
National Association of Secondary School Principals, Reston, Va.
1981 35p.
Report No.: ISBN-0-88210-119-6
Available from: NASSP, 1904 Association Dr., Reston, VA 22091 ($3.00, payment must accompany orders less than $10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEFEB82

In summarizing findings on the principal's role in the school, this monograph assumes that the principal is a pivotal figure in the school and is the one who most affects the quality of teacher performance and student achievement. The author concludes that the studies reviewed demonstrate that the principal is a key factor in the success of the school. The booklet is divided into eight sections that examine studies related to the principal and (1) diversity versus uniformity in educational goals, (2) traditional versus nontraditional educational values and attitudes, (3) centralization versus decentralization in organizational relationships, (4) directiveness versus supportiveness in leadership behavior, (5) authoritative versus participative decision-making processes, (6) managerial versus instructional tasks as the principal's primary responsibility, (7) programmed versus adaptive approaches to change, and (8) interaction versus insularity in relations with the public. (Author/JM)

ED197486 EA013312
Characteristics of Effective Schools: The Importance of School Processes.
Squires, David A.
Research for Better Schools, Inc., Philadelphia, Pa.
Oct 1980 44p.; Some paragraphs may reproduce poorly due to broken print of original document.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUN81

This study reviews and synthesizes research on factors that are correlated with school effectiveness. Effectiveness may be determined by high achievement on standardized tests; low rates of violence, vandalism, delinquency, and behavior problems; and high attendence. Indicators of effectiveness encompass two levels, classroom and school. Schools that are effective spend more time on task and have a principal who supports an academic focus. Research indicates that a school's social processes (consensus building, modeling, and feedback) determine whether a school will perform above expectations. When students perceived the results of faculty-administration consensus on academics and discipline to be fair, firm, and consistent, school outcomes were better than expected. The dominant model in the school is the principal, his or her behavior will influence students. Consistent feedback which recognizes and supports success is also a significant factor in school effectiveness. The findings further suggest that two fundamental beliefs are correlated with student achievement: student belief that their actions will affect their future, and teacher belief that each child can succeed. (Author/JK)

ED189149 TM800319
Models for Determining School Effectiveness.
Frederiksen, John R.
Apr 1980 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIENOV80
A major purpose of the Search for Effective Schools Project has been to explore the truth of the following two propositions: that both pupil response to instruction and the delivery of instruction are functions of pupil background, prior knowledge and level of achievement. That is, the project sought to demonstrate the existence of effective schools in which teachers succeed in imparting the basic skills of reading and mathematics to both poor and non-poor children. One goal was to locate variables that describe the educational resources offered by a pupil's family, and that in the case of some schools, appear to limit their educational effectiveness in teaching the basic skills. Using the Michigan Educational Assessment Program tests, administered to 4th and 7th grade pupils, each background variable was separately used as a pupil classifier. The pupils were then divided into five levels on the basis of mother's and father's education. It was found that effective urban schools do exist, and achieve high levels of performance in reading and mathematics for all children they enroll, including those from educationally disadvantaged backgrounds. (Author/GSK)

ED226466 EA015414
Building Public Confidence in Our Schools.
Marx, Gary
American Association of School Administrators, Arlington, Va.
1983 16p.
Available from: Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00830; $1.00; minimum order, 15 copies; quantity discounts).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJUL83
To help administrators build confidence in their schools, this document offers 12 suggestions to foster better communication, increased confidence, and more effective schools. Each suggestion is discussed and examples are provided of how to carry out the suggestion. The 12 suggestions are to (1) strive for school quality, (2) create a spirit of caring in the school, (3) share the good news about schools, (4) show connections between education and future hopes (5) work with, not against, other individuals and groups in the schools, (6) get the community on the school team, (7) reduce the amount of hassle that schools perpetrate, (8) demonstrate that the school has a sense of direction, (9) be an educational leader in the community, (10) create substantive themes for rallying staff and community members around the school, (11) be an effective communicator, and (12) have confidence in yourself. (Author/RW)

ED170394 UD019281
A Discussion of the Literature and Issues Related to Effective Schooling.
Edmonds, Ron
[1979 49p.; Not available in hard copy due to the reproduction quality of the original document; For a related document see UD 019 304
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP79
Examined in this paper are the characteristics that distinguish successful schools from unsuccessful schools. Particular attention is given to the instructional success of schools with poor children. An extensive review of related literature illustrates the wide range of opinions held by educators and researchers on the subject. Reference is made to studies and literature dealing with compensatory education programs, school characteristics, and family and social background. Some of the factors discussed and evaluated include school size, teacher experience, teacher's race, teacher salaries, per pupil expenditure, and school facilities. Reference is also made to school studies that are most explicit in identifying and advocating particular changes. Described are certain aspects of school organization, instructional strategies, and school-community dynamics that seem most relevant to achievement gains for poor children. Factors that seem to be the most tangible and indispensible characteristics of effective schools are summarized. Included are such factors as strong administrative leadership, school expectations, school atmosphere, emphasis on basic skills, and frequent monitoring of student progress. (Author/EB)

ED085892 EA005802

What Research Says About Schools and School Districts...Factors Related to Effectiveness. A Report.

Fonstad, Clifton, Comp.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Field Services.

Oct 1973 68p.

Report No.: Bull-4030

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY74

The research findings and literature compiled and summarized in this report seek to identify those characteristics possessed by school districts that are associated with quality education and effective utilization of resources. The report is designed to serve as a resource for those involved in evaluating present school district and school organization structure and in planning to improve education through the development of stronger, more effective educational administrative units and attendance centers. The findings should be of equal interest to educators, school board members, government officials, parents, and other electors interested in improving education. Following an initial narrative report on research in educational planning, twelve summary tables of research findings are provided. These tables offer data on factors related to elementary, junior, and senior high schools; comparative findings between high school size and (1) pupil achievement, (2) per pupil costs, (3) curricular offerings, (4) staff qualifications, (5) extracurricular programs, and (6) miscellaneous factors; factors related to school size in general; educational administrative unit size; and State enrollment guidelines for administrative units. A 140-item bibliography is included. (Author/EA)

Copies of Documents

"... practitioners find the research sensible because it looks at the whole school, recognizes roles and role relationships, and acknowledges the subtle yet powerful interactions that exist between and among the members of the school social system."

— Lawrence W. Lezotte

Number 20 December 1981

ERIC
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RESEARCH ACTION BRIEF

Each *Research Action Brief* reports the findings of significant empirical research studies on a topic in educational management. From these findings implications are drawn for the operation of today's schools, thus serving as a guide for enlightened administrative action.

This *Research Action Brief* was prepared by the ERIC Clearinghouse on Educational Management for distribution by the National Association of Secondary School Principals.

Schools—and Their Principals—Do Make a Difference

In the late 1960s and early 1970s educators and the public were dismayed by research reports that apparently showed schools had little if any effect on the achievement of students. Student achievement and other educational outcomes, it was argued, were predetermined by the family's socioeconomic status (SES) or else were influenced greatly by pure luck.

These findings were rightly unsettling to educators, whose careers rest on the assumption that their efforts can make a difference in the lives of students. Furthermore, educators know from personal experience that their efforts and the efforts of their colleagues do, in fact, affect students. It seemed impossible that people could believe anything else! To make matters worse, when educators attempted to point out deficiencies in these research findings, they were attacked for expressing self-interest or for a desire to save their jobs.

As so often happens, the tables have now turned. Research is now showing that educators were right, that what takes place in the schools can make an important difference both in students' academic achievement and in their personal development. It is these newer reports that provide the focus for this Research Action Brief. But first we will look at some criticisms of the early findings.

Unfounded Pessimism

The research under criticism usually treated education as a "black box," the contents of which were inscrutable. Rather than study what happened inside the box, researchers looked at what went in ("input" variables such as student SES, student race, quality of buildings, expenditures per student, and teacher qualifications) and what came out ("output" variables or outcomes such as student achievement, lifetime earnings, and delinquency), and then drew correlations between the inputs and outputs.

Numerous critics argue that conclusions based on this kind of research are flawed. Michael Rutter and his colleagues, for example, criticized James Coleman's 1966 book *Equality of Educational Opportunity* for using student verbal ability as a measure of educational output. They argue that verbal ability is too heavily influenced by the home; a more proper way to measure school success in raising achievement would be to study a subject that is taught particularly in the schools, such as mathematics.

Rutter's group also argues that Christopher Jencks's 1972 book on inequality erred because it used inadequate input variables. These measures—easily quantifiable ones such as expenditures per student, class size, and teacher qualifications—had already been shown to have little effect on student achievement. Other aspects of schooling should have been examined instead.

Further, even if it were possible to show that family influence is greater than school influence, this would not establish that school influence is trivial or inconsequential. Again, to show that certain inequalities between groups do

not diminish with increased expenditures does not establish that students gain nothing of value from school nor that nothing can be done to enhance student achievement.

In essence, critics argue that the early studies chose to study inappropriate aspects of the school. They assert that if one is to understand the effects of schooling on students it is necessary to go inside the "black box" to see what happens when the inputs mix with each other and with students to produce the outputs.

Schools Make a Difference

In 1979 two books appeared that demonstrated the importance of investigating what goes on inside the school. One, *Fifteen Thousand Hours*, was based on a longitudinal study of secondary students in London; the other, *School Social Systems and Student Achievement: Schools Can Make a Difference*, was based on a study of Michigan elementary schools. Each in its own way set about correcting what its authors saw as errors and omissions in the earlier works.

For *Fifteen Thousand Hours* (the amount of time an English student spends in school until he or she is old enough to leave), Michael Rutter and his colleagues chose to conduct a longitudinal study. They felt that one flaw in the earlier works was that not enough was known about students before they entered the particular period of schooling that was to be studied. Some early research looked only at the levels of achievement students had attained when they finished a period of schooling. For a valid judgment of the effect of schooling, one must also know as much as possible about the students before and after their exposure to the school period studied.

The study began with a group of inner London ten-year-olds about to leave primary school. The students' verbal reasoning, behavior, parents' occupation, nonverbal intelligence, and reading level were studied as input (or "intake") variables. A group of these students was followed as it went through three years of schooling. The output variables studied were behavior, attendance, examination success, delinquency, and employment after leaving school.

The group's classmates were also studied to make sure that the group was not in some way unusual. The settings of the schools and their interaction with the community were taken into account as "ecological" variables. But, most importantly, the schools themselves and the processes that take place within them were examined. Researchers evaluated the schools on the basis of academic emphasis, teacher actions in lessons, rewards and punishments given students, the general conditions under which students worked, responsibilities and participation allowed students, stability of teaching and student peer groups, staff organization, and the skills of teachers. These "process" variables were examined together with the ecological variables, intake variables, outcome measures, and other variables in an attempt to identify as many influences on the students as possible.

The study came to ten main conclusions, including the following: the schools did differ significantly in student behavior, attendance, success in exams, and delinquency; although the mix of abilities of students attending the schools influenced these outcomes, the mix did not wholly account for the differences between schools; the differences between schools were not explainable by differences in physical facilities; the differences were systematically related to the schools' characteristics as social organizations; schools were influenced by ecological factors; and the way in which the process variables related indicates that there is probably a cumulative effect—that they work together to create what the authors term an "*ethos*, or set of values, attitudes and behaviors which will become characteristics of the school as a whole."

It is the ethos, or set of norms, of a school that seems to exert the most influence on students. Students who attended schools with different norms had different scores on the output measures. By assembling data on all the variables, it was possible to paint a picture of a school that exerts a positive influence. On the whole, "children benefit from attending schools which set good standards, where teachers provide good models of behaviour, where they are praised and given responsibility, where the general conditions are good and where the lessons are well conducted."

These aspects of good schools are furthered by teacher expectations of student achievement and behavior and by the feedback the school provides on what is acceptable performance. It is the combination of these qualities that makes up the ethos, or norms and expectations, of a successful school.

Importance of School Climate

While Rutter and his colleagues write about a school's ethos, Wilbur Brookover and his coworkers on the Michigan study argue that "each school has a set of student status-role definitions, norms, evaluations, and expectations characterizing the behavior expected of students." Although the words are a bit different, in both cases the researchers are concerned with schoolwide standards and expectations that are set for students. Each team of researchers views the school as a social system: The school socializes its members to accept its norms.

Brookover and his colleagues examined a set of inputs (including the traditional ones of student SES and racial composition) and outcomes (academic achievement in reading and arithmetic, student self-concept about academic ability, and self-reliance). Like Rutter's team, they also looked at school process variables, which they divided into two groups—social structure and social climate. The social structure measures were teacher satisfaction, parent involvement in the school, differentiation in student programs, the principal's report of his or her time given to instruction, and the use of open and closed classrooms. School climate was made up of fourteen measures of student, teacher, and principal perceptions of and attitudes toward the expectations and norms of the school.

Sorting through all of these variables to establish their effect on students was a difficult task because it is hard to identify the effects of individual variables. The traditional measures of student SES and racial factors, for instance, are tightly interrelated with the researchers' new measures of school climate factors. For instance, the student SES and racial composition of the student body can affect the expectations of teachers and thus influence the school's climate

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and its reward and feedback systems. This happens in many cases because low-SES and minority students have less asked of them—they are not expected to succeed. That some low-SES and high-minority-attendance schools do have good social systems and do produce higher achievement than other similar schools argues for the importance of the school's climate.

In the end, although the traditional input measures did have an impact on student achievement, school climate was more important in influencing achievement. Not only are the climate factors more effective in raising achievement, they are also the most important influences on students' self-concept of their academic ability. Especially vital to students' self-concept is their perception of others' present and future evaluations and expectations of them. Furthermore, particularly in low-SES white and in black schools, the school's climate greatly influences student self-reliance.

A successful school, then, has a climate that furthers success. That climate arises from a set of expectations and norms concerning student behavior. A successful school is one in which principals and teachers inculcate in students a sense that they can succeed. Principals and teachers set high standards and convince students that these standards can and will be met. These expectations are apparent in the way the school day is filled with activities whose purpose is to instruct and in the way that achievement is consistently rewarded. Brookover and his colleagues argue that a school is a social system that produces what it was designed to produce. The successful school is designed to expect and get success.

A Critical Mass of Qualities

The studies led by Rutter and by Brookover do differ from the early research both in their approach and in their conclusions. They looked at students before and after school experiences and saw a difference in their achievement that depended on which schools they attended. Then the researchers looked inside the schools to see what happens in them that could account for the differences. Not surprisingly, they found a complex social organization whose various qualities work together to shape students. It is these characteristics of the schools, expressed in terms of expectations, norms, climate, and ethos, that the early researchers missed.

To some, these concepts may sound a bit vague or abstract. It would, perhaps, be preferable to find that school success is attributable to specific programs or innovations. Schools, however, do not succeed because a specific program or approach, be it organizational or instructional, was adopted. A school succeeds because a host of factors work together to mold it into a well-functioning unit.

This understanding matches an observation Gilbert Austin makes in his analysis of the research literature on schools that raised student achievement beyond expected levels: Schools seem to need to accumulate a "critical mass" of positive qualities to be successful. None of the successful schools studied had all the positive qualities in common (many of the qualities focused on principal and teacher expectations and attitudes), and equally successful schools could have many different, as well as many similar, qualities.

Just as there is no single program that ensures success, so there doesn't seem to be any specific positive quality or group of qualities that guarantees results. Each school is unique and must be considered on the basis of its own characteristics.

The Principal Shapes the School

Amid this diversity, Austin's analysis revealed one quality that did seem constant. Schools that were unusually successful all had a principal, or other leader, who was exceptional. These leaders exerted influence through the respect teachers and students had for the leaders' knowledge of the instructional aspects of the school.

The idea that it is the principal who shapes successful schools is not radically new; it is one that has been with us for generations and shows up in other research. Ronald

Edmonds, for example, reviewed studies on effective schools and found leadership to be a key factor. In his summary of the "indispensable characteristics" of effective schools, he listed as first "strong administrative leadership without which the disparate elements of good schooling can be neither brought together nor kept together." Edmonds sees leadership as the most important factor in school effectiveness.

Jean Wellisch and colleagues looked at twenty-two elementary schools that had raised the reading and mathematics achievement of their students, who were generally disadvantaged and low achieving. These successful schools had active administrators who were concerned about instruction, communicated their views, took responsibility for decisions on instruction, coordinated instructional programs, and emphasized academic standards.

Although these administrators were strong leaders, they were not dictators. A common method of exerting leadership was through regular sessions with teachers in which the principal discussed and reviewed teacher performance. By conferring with teachers and by demonstrating interest and support, principals can be involved in decisions concerning instructional matters without reducing a teacher's sense of authority.

Terrence Deal and Lynn Celotti emphasize the importance of the principal assuming the role of a senior colleague or of a "symbolic" leader to influence teachers. A principal who offers advice and support as a colleague may be more effective than one who uses the official weight of the office to get results. And, a principal who can capitalize on the various myths, rituals, and ceremonies of a school can use them to extend his or her leadership.

Implications

The message of the literature seems clear. The schools are not helpless in the face of the forces that influence a student before he or she gets to school. Schools can and do make a difference in the achievement of students. The way that they effect change is by creating an ethos or set of expectations and norms that expect and support achievement.

The one person in the school who has the most influence on the establishment of the environment that will produce achievement is the principal. Establishing that environment is no small task, nor is it reducible to a simple formula. The principal who makes a difference brings to the job more than technical expertise. He or she dedicates mind, heart, and will to the achievement of one overriding goal: the success of every student. It is this desire to see students succeed that propels the principal to set high standards, communicate those standards to teachers and students, and make sure students are rewarded for achievement and reminded of the standards if they fail. In sum, the effective principal is one who sees to it that his or her expectations for student success permeate the entire school.

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School Effectiveness

1 **Airasian, Peter W.; Kellaghan, Thomas; and Madaus, George F.** *Concepts of School Effectiveness as Derived from Research Strategies: Differences in the Findings.* 1979. 50 pages. ED 192 456.

Studies of school effectiveness vary widely in their designs. Such methodological parameters as level of data aggregation, stratification level, strategy of data analysis, and choice of dependent and independent variables differ greatly from study to study. The methodological choices a researcher makes are important, say the authors, because "taken together, they help to define the *de facto* conceptual framework" of a study. Understanding the conceptual framework, in turn, is essential for identifying the "inherent meaning" of a study and for comparing its results to other studies.

In this paper, the authors critique the 1966 Coleman report and other school effectiveness studies, with special attention to the conceptual framework underlying each study. "Our intent is to show how different conceptualizations of school emerge from the use of different methodological parameters," they state, "and to show further how altering one or more of these parameters can alter dramatically inferences made about schooling and school effectiveness."

The conceptualization underlying the Coleman report is as follows: "The school as a whole, by virtue of its static resources and facilities, influences pupils' general cognitive outcomes as measured by commercially available standardized tests." Home background influences are considered "prior to and independent of school influences" in this conceptualization. But a later researcher reanalyzed the same data using different methods that, in effect, altered the latter part of the Coleman report's conceptualization to read: "The school's influence is not necessarily independent of pupils' home background characteristics." This study found that 35 percent of the variation in student achievement was due to school factors, as opposed to the 10 percent found by Coleman.

The authors go on to show how modifications of other methodological parameters can influence both the conceptualization of a study and the conclusions drawn from its results.

2 **Austin, Gilbert R.** "Exemplary Schools and the Search for Effectiveness." *Educational Leadership,* 37, 1 (October 1979), pp. 10-12, 14. EJ 208 050

Until the mid-1960s, educators were certain that they could teach children of all backgrounds, given adequate resources. Doubts began to surface, however, with the publication of the 1966 Coleman report and other similar studies. These studies concluded that family background factors—and not variations in school facilities, curriculum, and staff—were the primary determinants of academic achievement.

Other researchers during this period, however, were taking a different approach to the school effectiveness question. They identified the exemplary or highly effective schools in a sample and then described the characteristics of these schools.

"The major finding of these studies," states Austin, "is that there is no one single factor that accounts for a school being classified as exceptional. These schools appear to have a critical mass of positive factors which, when put together, make the difference." Each of the factors associated with effectiveness was not found in every exceptional school, Austin points out; rather the factors "are characteristic of the group as a whole."

In the exceptional schools, the principal's leadership was "strong," meaning, for example, that the schools were "'being run' for a purpose rather than 'running' from force of habit." Principals also participated strongly in the classroom instructional program, felt they had control over the functioning of their schools, and held high expectations for both teachers and students.

All staff had "greater experience and more pertinent education." Teachers had freedom to choose teaching techniques, were more satisfied with opportunities to try new techniques, expected more children to show high achievement and display good citizenship, and were rated as warmer and more responsive. Students had more positive self-concepts and a greater "feeling of controlling their own destiny." Austin concludes that "the individual characteristics of principals, teachers, schools, neighborhoods, and home influence a pupil's achievement far more than particular instructional models."

3 **Averch, Harvey A.; Carroll, Stephen J.; Donaldson, Theodore S.; Kiesling, Herbert J.; and Pincus, John.** *How Effective Is Schooling? A Critical Review and Synthesis of Research Findings.* Santa Monica, California: The Rand Corporation, 1971. 249 pages. ED 058 495.

What is the current state of knowledge regarding the determinants of educational effectiveness? To find out, the President's Commission on School Finance asked The Rand Corporation to critically analyze the vast research literature on this topic. The result is this comprehensive report, which, the authors emphasize, is not simply a "classical survey of research listing findings without much evaluation of the results." Rather, it is a *critical* survey that analyzes each study according to both its "internal validity" and its

credibility "in the light of accumulated knowledge."

The authors organized their analysis according to the five basic research approaches utilized by researchers. One of these approaches concentrates on the "processes" applied to students and the interactions between teachers and students. Classroom studies on process show "no consistent effect on student achievement" of different teaching approaches, class size, or instructional methods, the authors state. Laboratory studies on process suggest the importance of the sequencing and organization of learning materials and the complexity of interaction effects between students, teachers, and methods.

The authors also analyze the "input-output" approach, which assumes that a student's educational outcomes are determined by the quantities and qualities of educational resources made available by personal, family, and community characteristics; the "organizational" approach, which assumes that the history and societal demands on a school are more important than what is actually done in the school; the "evaluative" approach, which includes studies of the effects of large-scale interventions in education, such as Title I and Head Start programs; and the "experiential" approach, which is represented by the varied literature on educational reform.

The authors conclude that "research has not identified a variant of the existing system that is consistently related to students' educational outcomes." This does not mean that "nothing makes a difference, or that nothing 'works'," the authors emphasize. "Rather, we are saying that research has found nothing that consistently and unambiguously makes a difference in student outcomes."

4

Brookover, Wilbur B.; Schwitzer, John H.; Schneider, Jeffrey M.; Beady, Charles H.; Flood, Patricia K.; and Wisenbaker, Joseph M. "Elementary School Social Climate and School Achievement." *American Educational Research Journal*, 15, 2 (Spring 1978), pp. 301-318. EJ 189 559.

"Some aspects of school social environment clearly make a difference in the academic achievement of schools." This is the foremost conclusion of a study of ninety-one Michigan elementary schools conducted by Brookover and his colleagues and reported in this article.

The authors use the term "school climate" to refer to aspects of the school social environment they studied. School climate, they state, "may be broadly conceived as the norms of the [school] social system." Specific school climate variables measured included student "sense of academic futility," student "perception of teacher push and teacher norms," teacher "perception of principal's expectations," and "parent concern and expectations for quality education" as perceived by the principal.

From state and school records, the researchers obtained data on socioeconomic status of students' families, racial composition of each school, and achievement scores. Questionnaires were then administered to students, teachers, and the principal of each school to measure school climate variables.

The authors found large differences between schools in student achievement. "The socio-economic and racial composition of the schools can explain a significant portion of this variance," they state. However, the climate variables can also explain a significant portion of the variance. In other words, socioeconomic and racial variables and the climate variables appear to be generally related.

There are exceptions, however. Some low-SES schools "have school climates favorable for achievement and some high SES schools have school climates that are not highly favorable for achievement." Favorable climate rather than high SES or racial composition is, the authors believe, the necessary condition for high achievement.

5

Edmonds, Ronald. "Effective Schools for the Urban Poor." *Educational Leadership*, 37, 1 (October 1979), pp. 15-18, 20-24. EJ 208 051.

Social scientists and opinionmakers continue to espouse the belief that home and family background factors are the chief determinants of student achievement. But effective schools *do* exist in urban and poor areas, Edmonds argues, and their success, as several research studies show, stems from such school-controlled factors as leadership, expectation, atmosphere, and instructional emphasis. In this article, Edmonds reviews some of these studies and argues for the general thesis "that all children are eminently educable and that the behavior of the school is critical in determining the quality of that education."

A 1971 study, for example, identified and characterized four instructionally effective inner-city schools. All four schools had "strong leadership," had high expectations for all of their students, had "an orderly, relatively quiet, and pleasant atmosphere," and "strongly emphasized pupil acquisition of reading skills and reinforced that emphasis by careful and frequent evaluation of pupil progress."

Another study, conducted in 1976, compared two groups of California elementary schools that differed only on measures of student achievement. In comparison to teachers in the lower-achieving schools, teachers in the higher-achieving schools reported significantly greater amounts of principal support, were more task oriented in their classroom approach, "exhibited more evidence of applying appropriate principles of learning," and were more satisfied with their work.

The most tangible and indispensable characteristics of effective schools, Edmonds concludes, are strong administrative leadership, a "climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement," an emphasis on the acquisition of basic school skills, flexibility in the assignment of resources to meet fundamental objectives, and a school atmosphere that is relatively orderly and quiet.

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6 **Klitgaard, Robert E., and Hall, George.** *Are There Unusually Effective Schools?* Santa Monica, California: The Rand Corporation, 1973. 37 pages. ED 085 402.

Beginning with the 1966 Coleman report, large-scale statistical studies have failed to find significant relationships between what goes on in schools and student achievement. These distressing results, say Klitgaard and Hall, are "perhaps the most counter-intuitive findings in public policy research in the past decade."

These authors propose an alternative view of the data on school effectiveness, which, instead of considering the *average* effects of school policies, asks whether exceptional or outstanding schools really do exist. The question, as the authors put it, is this: "Do some schools consistently produce outstanding students even after allowance is made for the different initial endowments of their students and for chance variation?" As long as the number of such schools is not large, the mathematics of previous studies allow for such a possibility.

The authors reanalyzed several data bases from studies on Michigan, New York City, and "Project Talent" schools. They controlled only for "non-school background variables" such as SES and implicitly assumed that what was left over represented the influence of school factors and random variation.

Data from the Project Talent and New York City schools showed little evidence of consistent overachievers. The Michigan data, however, provided some evidence of unusually effective schools. For example, of 213 nonrural schools that reported scores for "four grade-year-test combinations, 72 were at least one standard deviation above the mean all four times," whereas only 13 would be expected by chance. These 72 schools showed significant differences from the average on three school-related factors. Classes were smaller, more teachers had five or more years of experience, and more teachers earned $11,000 or more.

7 **Lipham, James M.** *Effective Principal, Effective School.* Reston, Virginia: National Association of Secondary School Principals, 1981. 35 pages. ED number not yet assigned.

In the late sixties and early seventies, many studies were conducted that found home and family variables to be much more strongly related to student performance than such school-based factors as teacher preparation, instructional materials, physical plant, or dollars spent. Today, however, states Lipham, many researchers are concentrating on "the examination of specific school processes and behaviors associated with student attitude and achievement." These researchers are comparing the administrative and instructional processes of schools that have similar socioeconomic characteristics but wide differences in student achievement.

Among the many variables examined in these studies, Lipham says, "the leadership of the principal invariably has emerged as a key factor in the success of the school." In this excellent publication, Lipham summarizes a great deal of recent educational research and literature that identifies the characteristics of effective principals and effective schools.

The recent emphasis on strong leadership for effective schools "may insinuate to some a return to the 'great person' approach to leadership," says Lipham. But studies of effective schools have focused not on the great person approach but instead on the "behavior-of-the-leader-in-situation." Successful principals, it has been found, use a "situational" leadership style and vary their behavior as the situation warrants.

Numerous studies show that the principals of effective schools are committed to improving the instructional program, have a strong knowledge of classroom instructional activities, frequently participate in these activities, monitor the effective use of class time, successfully attempt to improve instructional processes, and have positive attitudes toward both teachers and students. Thus, "the single most important factor in determining the success or failure of a school," states Lipham, "is the ability of the principal to lead the staff in planning, implementing and evaluating improvements" in the school's instructional program.

Several other chapters of this publication focus on the goals, values, decision-making processes, public relations, and organizational relationships of successful schools and principals.

8 "On School Effectiveness: A Conversation with Peter Mortimore." *Educational Leadership,* 38, 8 (May 1981), pp. 642-45. EJ number not yet assigned.

"Despite the overwhelming relationships we know exist between school attainment and social class, the individual school can be effective for students of all social groups." This is the main conclusion of a five-year longitudinal study of unusually effective London high schools entitled *Fifteen Thousand Hours,* coauthored by Michael Rutter, Peter Mortimore, and others.

The "outcomes" of education measured by these researchers were attendance, behavior in school, delinquency out of school, and academic achievement. The most effective high schools, according to these measures, had teachers who showed a positive attitude toward learning, were generally more organized, emphasized rewards rather than punishments, made conditions for students as pleasant as possible, and involved students more in the management of their own learning.

Mortimore believes, however, that particular actions and methods are less important than the existence in a school of a "positive ethos," which he describes as "a positive attitude by teachers toward young people and a positive attitude toward learning." A positive ethos depends on "*leadership*—strong, positive leadership that manages to capture the enthusiasm of the teachers without being either too democratic or too autocratic." A good ethos or school climate also depends on high expectations for teacher and student performance, consistency in the treatment of students, and the giving of "realistic feedback" to students.

Changing a school's ethos from negative to positive, however, "is extraordinarily difficult," states Mortimore, "because once you set up a system everything in the school relates to it." Real change takes time and constant effort. But educators *can* make their schools more effective, Mortimore concludes, "though it will be hard work and they must expect some setbacks."

9 **Ravitch, Diane.** "The Meaning of the New Coleman Report." *Phi Delta Kappan,* 62, 10 (June 1981), pp. 718-20. EJ 245 760.

Since the publication of the original "Coleman" report in 1966, educators have been told again and again that "schools don't make a difference" and that family background factors have the preponderance of influence in determining student outcomes. "The new Coleman report dramatically reverses this pessimistic conclusion," states Ravitch, "and finds instead that schools *do* make a difference, regardless of the family background of students."

The "new" Coleman report Ravitch refers to is entitled "Public and Private Schools" (PPS) and is part of "High School and Beyond," a major longitudinal study funded by the Department of Education. Altogether, nearly sixty thousand high school students in over one thousand schools were surveyed, along with their teachers and principals.

PPS, Ravitch cautions, should be viewed from two distinct viewpoints, one political, the other educational. Even before the report was available, critics who were fearful that the study would promote tuition tax credits or educational vouchers "denounced

Coleman's methodology and even his personal integrity in their efforts to discredit his finding that private high schools are, on the whole, better than public high schools." But there is surprisingly *good* news in the report, too, if educators would pause to listen, states Ravitch.

Time and again, Ravitch states, the new report "demonstrates that achievement follows from specific school policies, not from the particular family background of the students." Private high schools produce better results, according to PPS, not because they are private but because they "create higher rates of engagement in academic activities," have better attendance, and have students who do more homework and take more rigorous subjects. These findings, Ravitch concludes, contain clear implications for the improvement of both public and private schools and "should be a source of rejoicing for educators in public and private schools alike, for they confirm the importance and efficacy of their actions."

10 **Scott, Ralph, and Walberg, Herbert J.** "Schools Alone Are Insufficient: A Response to Edmonds." *Educational Leadership,* 37, 1 (October 1979), pp. 24-27. EJ 208 052.

Recent research has identified three sets of factors that are strongly and consistently related to student learning: student ability and motivation, quantity and quality of instruction, and the qualities of the home environment. These three sets of factors—the student, the school, and the home—"are like a three-legged stool," state Scott and Walberg. The stool is only as strong as its weakest leg, so "strengthening the stronger legs is far less productive than strengthening the weakest."

Strengthening the strongest leg—the school—is what Ronald Edmonds and other researchers would like to do, Scott and Walberg contend. In this article, they criticize this viewpoint as well as the research methodologies used and conclusions drawn by Edmonds in three of his publications.

Some of Edmonds's results coincide with the conclusions of a comprehensive review of the research literature on the determinants of academic learning, conducted by Walberg and two colleagues. Scott and Walberg are skeptical, however, of the conclusions drawn by Edmonds that do not agree with this review "since the evidence he assembles is highly limited even in his two lengthy papers." Moreover, even Edmonds's own data demonstrate the important influence of background factors on school achievement.

Edmonds asserts that an overemphasis on home influence would "not only absolve educators of their responsibility to be instructionally effective, but [would] place unfairly the burden for learning on parents," according to Scott and Walberg. But emphasizing the role of the home in learning should not reduce appreciation of the role of the school, these authors state.

After further criticizing Edmonds's methodologies and arguments, the authors conclude that "educators alone are insufficient to increase learning productivity dramatically, and they need the cooperation of parents and students themselves."

11 **Squires, David A.** *Characteristics of Effective Schools: The Importance of School Processes.* Philadelphia: Research for Better Schools, 1980. 44 pages. ED 197 486.

Research on the effectiveness of classroom teaching techniques is abundant but studies of the influence of the school as a whole on student outcomes are few in number. "Yet, what research there is," states Squires, "indicates that a school's processes, norms and values as a social institution do make a significant difference." Squires here reviews the best of the school effectiveness studies and derives from them numerous questions that, "when answered, identify areas where schools are effective and/or where they could improve."

The "input-output" studies of the sixties attempted to determine which "inputs"—such as socioeconomic status (SES), availability of instructional materials, staff's education and experience, dollars spent, and so on—correlated with such "outputs" as grades, achievement test scores, dropout rates, and so forth. The general conclusion of these studies was that "the most easily measured characteristics of school context, with the exception of SES and student attitudes, are not associated with student outcomes."

But what in the school environment, Squires asks, influences student attitudes? Several recent studies—including a five-year longitudinal study of London schools—support the notion that the norms and values of a school, along with certain characteristics of schools as social institutions, influence both student attitudes and outcomes.

Specifically, such factors as academic emphasis, teacher skills, teacher actions in lessons, system of rewards and punishment, pupil conditions, responsibility and participation of students, and staff organization were found to be significantly related to student outcomes. Squires concludes by synthesizing a "model of school processes" from the research he reviews.

SUMMARY TABLES OF EFFECTIVE SCHOOLS STUDIES

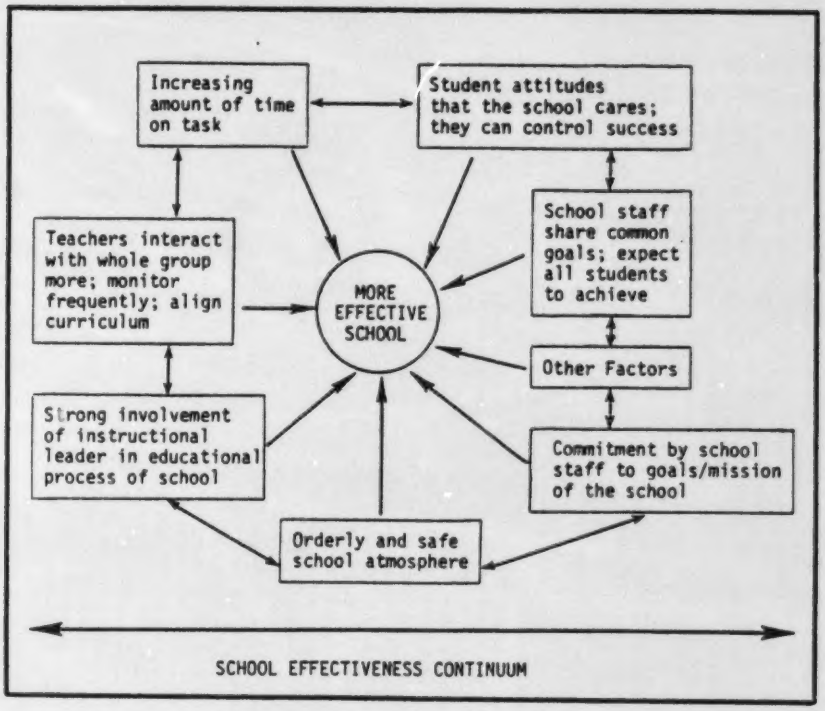
"All of the characteristics identified are interacting aspects of the total social system; some specific characteristics may function differently in different schools."

— Wilbur B. Brookover et al.

SUMMARY OF WITHIN-SCHOOL FACTORS THOUGHT TO CHARACTERIZE THE INSTRUCTIONALLY EFFECTIVE SCHOOL

	EDMONDS	CLARK LOTTO McCARTHY	VENEZKY WINFIELD	MADDEN LAWSON SWEET	BROOKOVER LEZOTTE	AUSTIN	MADAUS ET AL.
	(20 Detroit and 5 Lansing Schools: achievement data plus case analysis)	(Secondary analysis of 117 urban education studies plus elite interviews)	(Reading programs of two urban, minority schools, one high, one low achieving)	(Controlled for class. 21 high achieving/low achieving schools)	(6 improving, 2 declining Michigan schools)	(Secondary analysis of 4 SDE studies of "exceptional" schools)	(Reexamination of school-effectiveness studies)
(A) Principals' characteristics and behavior	Strong leadership.	High expectations.	High expectations of reading achievement; high task orientation; works closely with specialists; high-risk reading goals.	Directive about decisions, but "supportive" of teachers.	Assertive leader, responsible for evaluation of accomplishment of objectives. High expectations of kids.	Strong leadership, observes & teaches high program control, more experience & "pertinent" education. High expectations of all.	High expectations; high structure; clear goals.
(B) Teachers' characteristics and behavior	High expectations of children's minimum performance.	Staff development programs with specific goals.	Confident, inventive, flexible; encourage students, maintain discipline; high staff development; low time on administrative work.	"Task oriented."	High expectations for all kids of beginning and further academic achievement. Feel responsible for teaching. "Accountable." Less satisfied.	More experience, more "pertinent" education. "Warmer" high expectations of kids.	High expectations of students; provide structured classroom; emphasize homework.
(C) School climate or atmosphere	Orderly, conducive to learning, quiet.	Structured learning environment.	High morale; effective use of praise; focus on student achievement.		"Disciplined."		Student discipline, structured learning stressed. "Traditional values" of teaching and learning.
(D) Instructional emphasis	Highest priority to pupil acquisition of basic skills.	Concentration on teaching clear goals.	Highest priority to reading with clear goals; homogeneous groupings for reading; client-centered services, adaptable instruction.	More time to social studies. More whole group instruction.	Emphasis on reading and math. More time invested.	Emphasis on cognitive development. Longer instructional day.	"Strong press for academic excellence." Emphasis on homework and study.
(E) Pupil evaluation	Frequent.	"Individualized instruction."	Closely monitored student progress.	Yes.	Teachers accept pupil test results as measure of their adult performance.	Teacher-made tests.	Tests closely related to syllabus. Test-taking skills stressed.
(F) Resources	Flexible allocation to follow priorities.	Small classes, more adults. Outside, extra money.	Availability and coordination of extra personnel, time and materials; supplementary materials.	Many adult volunteers, fewer paid aides, high access to additional materials.	Not high use of paraprofessionals.	"Close involvement" of teachers and paraprofessionals with pupils.	"Shared purposefulness" among school persons and home.

Mann, D. & Lawrence, J. (Eds.). "Instructionally Effective Schools." *Impact on Instructional Improvement*, 1981, 16(4), pp. 8-9.


Increasing amount of time on task
Student attitudes that the school cares; they can control success
School staff share common goals; expect all students to achieve
Teachers interact with whole group more; monitor frequently; align curriculum
MORE EFFECTIVE SCHOOL
Other Factors
Strong involvement of instructional leader in educational process of school
Commitment by school staff to goals/mission of the school
Orderly and safe school atmosphere
SCHOOL EFFECTIVENESS CONTINUUM

(Diagram and tables on following pages excerpted from Considering the Research: What Makes An Effective School? by John D. Westbrook. ED 223008)

AUTHOR(s) TITLE	YEAR	DEFINITION/ CRITERIA	TYPE	SAMPLE	FINDINGS	MAGNITUDE OF EFFECTS
Coleman, J. Campbell, E. Hobson, C. McPartland, J. Mood, A. Weinfeld, F. York, R. Equality of Educational Opportunity (The Coleman Report)	1966	None stated	National Survey	"School Survey Tests" were administered to sampling of metropolitan and non-metropolitan 1st, 3rd, 6th, 9th, and 12th grade students across the nation. Care was given to involving proportional numbers of blacks and whites. Surveys were developed by Educational Testing Service. Teacher, principal and superintendent questionnaires were used to collect additional data. Total number of surveys used in data analysis was approximately 570,000. Approximately 70,000 questionnaires were collected.	Coleman's report generally found that much of the difference in achievement outcomes across schools could be explained by the social status and/or racial composition of the school student body. The Coleman Report found the following in relation to student achievement: (1) when socioeconomic background is controlled, differences between schools account for only a "small fraction of differences in pupil achievement"; (2) the average minority student's achievement might suffer more in a school of low quality than would "white students' achievement"; (3) student achievement is strongly related to the educational backgrounds and aspirations of the other students in the school.	Coleman's report contains various numerical comparisons according to various study variables.
Weber, G. "Inner City Children Can Be Taught to Read: Four Successful Schools"	1971	Defined effective schools in terms of: (1) Strong principal (3 schools); Strong district leadership (1 school) (2) High expectations for student achievement (3) Relatively quiet, orderly, purposeful atmosphere of school (4) Low student-teacher ratio and additional reading personnel to increase reading "expertise" during reading instruction time (5) Phonics in reading curriculum	Case Study	4 public elementary schools (1 in Los Angeles, 1 in Kansas City and 2 in New York)	Characteristics not found to be part of effective reading program included: (1) small class size (2) achievement ability grouping (3) quality of teaching (4) ethnic background of instructional staff (5) professional educational status and (6) outstanding physical facilities	None stated.

GROUP 1 STUDIES/REVIEWS

AUTHOR(s) TITLE	YEAR	DEFINITION/ CRITERIA	TYPE	SAMPLE	FINDINGS	MAGNITUDE OF EFFECTS
Brookover, W.B. Lezotte, L. Changes in school characteristics coincident with changes in student achievement	1977	Improving School or Effective School = increase of at least 5% in percentage of students attaining 75% or more of tested objectives and a decrease of 5% or more in students attaining 25% or less of tested objectives during 1974-1976. Declining School = decrease of at least 50% in students attaining 75% or more of tested objectives and increase of 5% or more attaining 25% or less of tested objectives during 1974-1976.	Case Study	8 Michigan elementary schools (6 "improving" schools and 2 "declining" schools).	Improving schools differed from declining schools in terms of: (1) emphasizing accomplishment of basic reading and mathematics objectives (2) expressing belief that all students could master basic skills objectives (3) having higher expectations for students educational accomplishments (4) assuming responsibility for teaching basic skills (5) spending more time in reading instruction (6) having principal who is an instructional leader, assertive, a disciplinarian and responsible for basic skill achievement (7) more accepting of concept of teacher accountability (8) having higher levels of parent-initiated contact but less overall parent involvement (9) involving teachers in identification/teaching of compensatory education classes	None stated.

AUTHOR(s) TITLE	YEAR	DEFINITION/ CRITERIA	TYPE	SAMPLE	FINDINGS	MAGNITUDE OF EFFECTS
Brookover, W.B. Beady, C. Flood, P. Schweitzer, J. Wisenbaker, J. School social systems and student achievement: Schools can make a difference	1979	HIGH ACHIEVING SCHOOL WAS determined on the basis of whether the school scored above the sample mean for the white/ black racial groups	Case Study	91 Michigan elementary schools randomly selected from all Michigan elementary schools in correlational study; 4 elementary schools in case study. Schools were paired by race, socio-economic status, and urban location. Each pair consisted of a high and low achieving school.	Study found the social system to explain approximately 85% of the variance between groups in reading and math achievement. Case study found the following common characteristics of high achieving schools: (1) principals who emphasize achievement and teacher performance; perform administrative and instructional leadership roles; (2) immediate, appropriate and clear feedback on appropriate behavior in classroom; (3) differentiation of programs; (4) teachers had high expectations for student achievement (above grade level or growth of at least a year); (5) use of competitive team games; (6) teachers accepted responsibility for student achievement; (7) greater time in instruction and interaction between students and teachers.	None stated.
Rutter, M. Haughan, B. Mortimore, P. Ouston, J. Smith, A. Fifteen Thousand Hours	1979	No specific definition given. Variables (outcome) of study, however, indicate criterion areas.	Case Study	12 inner-London schools Study of the following outcome variables occurred: (1) student's behavior in school (2) attendance (3) examination success (4) employment (5) delinquency	General results of study showed correlations between the more effective schools and certain outcomes. Those positively correlated with positive academic outcomes were in the areas of: display of student work, number of school outings, teacher views considered in administrative decision-making, students' report "approachability" of staff, positions of responsibility held by students (40-50%), teachers checked regarding assigning of homework, general standards of classroom discipline, school library use, frequency of teachers' interactions of whole class, student participation in assembly/class meetings, pupil conditions, homework given to students and teacher expectations for pupil success on exams.	Statistical results given for each outcome area enabling a gauge of the effect.

GROUP 1 STUDIES/REVIEWS

AUTHOR(s) TITLE	YEAR	DEFINITION/ CRITERIA	TYPE	SAMPLE	FINDINGS	MAGNITUDE OF EFFECTS
Edmonds, R. "Effective Schools for the Urban Poor"	1979	Effective school is one that "brings the children of the poor to those minimal measures of basic school skills that now describe minimally successful pupil performance for the children of the middle class."	Review of the Litera-ture	This review of the literature cites 38 studies/reviews/articles on the topic of school effectiveness. Edmonds identifies five "indispensable" characteristics of the effective school and suggests a new criterion level for the concept.	Edmonds' review of the literature identifies these effective school characteristics: (1) strong administrative leadership (2) climate of expectation in which no student is permitted to fall below minimum but efficacious levels of achievement (3) orderly and quiet atmosphere which is conducive to learning but is not rigid or repressive (4) philosophy that student acquistion of basic school skills takes precedence over all other school activities (5) frequent monitoring of student progress	None stated.

Selective Listing of Effective Schools Characteristics

"The term effective school implies that all classrooms perform fairly well, rather than that a few outstanding classrooms raise the overall average."

— John H. Ralph and James Fennessey

Illinois State Board of Education
Program Planning and Development

CHARACTERISTICS OF EFFECTIVE SCHOOLS -- A SELECTIVE LISTING

A review of educational literature reveals various elements which characterize effective schools. These elements are derived from research studies, case studies, and informal observations of what works in schools. Program Planning and Development is providing this list of characteristics of effective schools as a basis for further discovery and discussion about elements of quality schooling. This listing is not conclusive nor comprehensive. No determination about the definitive effective schools characteristics is inferred. Other characteristics will be identified as the effective schools movement continues and the volume of literature increases.

Research-Based Characteristics of Effective Schools and Teachers

- Teachers have high expectations of students.
- Student progress receives frequent monitoring.
- A "business-like" climate exists in classrooms with direct student activity and achievement orientation.
- Learning materials are appropriate to the level of difficulty.
- Time on task relates to achievement but not beyond the "point of no return."
- Effective teachers allow for sufficient time on task through routine classroom management skills.
- Students can learn criterion materials.
- Reading and mathematics teachers are receiving leadership from someone.

Gordon Cawelti
Executive Director
Association for Supervision and Curriculum Development

(Good Schools, p. 87)

Top priorities for good schools (determined by participants at a conference held by the National Committee for Citizens in Education)

- Leadership by the principal and designated others;
- Student progress, school, and staff evaluation;
- Mutual agreement on school and classroom goals and objectives;
- Parent participation in school decision making;
- Parent participation encouraged;
- High expectations for every student and an emphasis on academics;
- The school as a problem-solving unit;
- Closer relationship between research about learning and actual practice;
- Training for all school staff, not just teachers;
- A productive school climate physically and psychologically.

(Good Schools, p. 90)

In the 1980 Gallup Poll of the Public's Attitudes Toward the Public Schools, respondents suggested the following ways to improve schools:

- adequately trained teachers and principals,
- stress on reading, writing and computation,
- personal interest by teachers and principals about students' achievement,
- positive parent/teacher relationships,
- frequent check on student progress and effort.

(Good Schools, p. 90)

From a review of 38 studies/reviews/articles on school effectiveness, Ronald Edmonds identified these five "indispensable" characteristics:

1) strong administrative leadership;
2) a high expectation level from which no student may fall below proficiency;
3) atmosphere conducive to learning yet not imposing;
4) belief that basic school skills are priorities over all other school activities;
5) systematic monitoring of student progress.

(Edmonds, in Westbrook, p. 6)

A case study of eight Michigan elementary schools revealed differences between "improving" and "declining" schools. The improving schools:

1) emphasized basic reading and mathematics objectives;
2) believed all students could master basic skills objectives;
3) held higher expectations for students;
4) assumed responsibility for teaching basic skills;
5) spent more time in reading instruction;
6) had a principal who took active part in instruction, discipline, and basic skill development;
7) accepted the concept of teacher accountability;
8) had parent-initiated contact but less overall parent involvement;
9) involved teachers in identifying/teaching compensatory education classes.

(Brookover and Lezotte, in Westbrook, 1982)

A brochure distributed by the Ohio Department of Education lists the following seven factors as "basic" among all the effective schools studies:

1) sense of mission,
2) strong building leadership,
3) high expectations for all students and staff,
4) frequent monitoring of student progress,
5) positive learning climate,
6) sufficient opportunity for learning,
7) parent/community involvement.

("Effective Schools Program, 1981)"

The Colorado State Department of Education has developed a checklist of effective schools characteristics which includes, among others:

- a strong principal,
- a clear sense of the school's purpose,
- a safe environment,
- sufficient time spent on learning activities.

(NAEP Newsletter, p. 6)

The Mid-Continent Regional Educational Laboratory identifies this framework for improvement efforts:

> Time allotment directly relates to what students learn.
> Students' time on instructional tasks can be much higher than present.
> Most students can succeed; systematic instruction produces basic skills mastery.

and supplements the framework with these other findings:

> A supportive, friendly climate to assure students' and teachers' safety;
> Clear purposes of the school, clearly communicated;
> High expectations about success;
> Carefully thought out and systematically implemented instructional methods and curriculum;
> Monitoring critical variables as a basis for decision making.

(MCREL, 1983)

A survey of educational research by the Northwest Regional Educational Laboratory resulted in identification of these effective schooling practices for use in the Alaska Effective Schooling Program:

> Leadership - needs identification; implementation; goal setting; improvement efforts
> School Environment - expectations for students and staff; time management; rewards and incentives; parent involvement
> Curriculum - objectives; resources; instructional strategies and techniques
> Classroom Instruction and Management - behavior and learning expectations; placement and grouping; time; review and reteaching; student/teacher interactions; rewards and incentives
> Assessment and Evaluation - alignment; procedures; use of assessment data; student performance monitoring.

(NWREL, 1983)

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"Perhaps unusually effective schools are different from most schools, and what accounts for their effectiveness is precisely the fact that they are more tightly managed and more collectively committed to basic skills instruction."

— Michael Cohen

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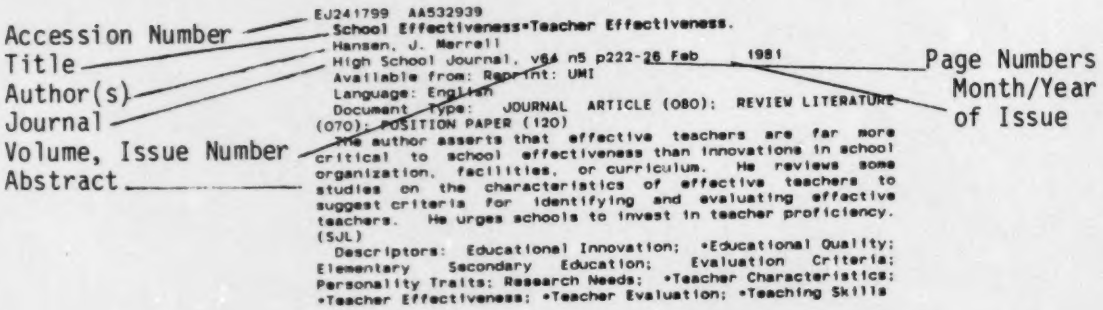

EJ241799 AA532939
School Effectiveness•Teacher Effectiveness.
Hansen, J. Merrell
High School Journal, v64 n5 p222-26 Feb 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
The author asserts that effective teachers are far more critical to school effectiveness than innovations in school organization, facilities, or curriculum. He reviews some studies on the characteristics of effective teachers to suggest criteria for identifying and evaluating effective teachers. He urges schools to invest in teacher proficiency. (SJL)
Descriptors: Educational Innovation; •Educational Quality; Elementary Secondary Education; Evaluation Criteria; Personality Traits; Research Needs; •Teacher Characteristics; •Teacher Effectiveness; •Teacher Evaluation; •Teaching Skills

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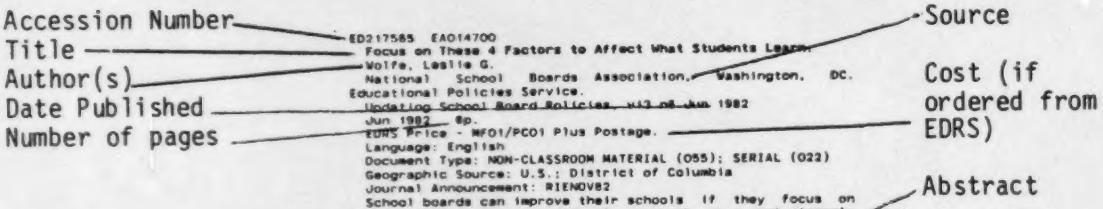

ED217585 EA014700
Focus on These 4 Factors to Affect What Students Learn.
Wolfe, Leslie G.
National School Boards Association, Washington, DC. Educational Policies Service.
Updating School Board Policies, v13 n6 Jun 1982
Jun 1982 6p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV82
School boards can improve their schools if they focus on four factors that educational research says most strongly influence school effectiveness. The four factors are (1) the time students spend on the subject matter each day, (2) textbooks, (3) teachers and their teaching methods, and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness. Concerning the factor of time, for instance, board policies should allot specific amounts of time to basic skills instruction, require daily lesson plans, and discourage classroom interruptions and time not spent on instruction. A board should require textbooks to match its policies on educational philosophy and teaching methods and should make sure textbooks are readable and appropriate to the grade level. For teachers, boards should set specific hiring standards and instructional strategies and should prescribe regular formal evaluations and additional inservice training where improvement is needed. Finally, boards should specify principals' tasks and encourage them to concentrate on teacher evaluation and classroom supervision. (Author/RW)
Descriptors: Administrator Role; •Board of Education Policy; Board of Education Role; Elementary Secondary Education; •Principals; School Effectiveness; •Teacher Effectiveness; Teacher Evaluation; Teacher Selection; •Textbooks; Textbook Selection; Time Factors (Learning); •Time on Task

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